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PROFESSIONAL FOCUS OF FOREIGN LANGUAGE TEACHING FOR STUDENTS OF AGROTECHNICAL SPECIALITIES

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Summary. The process of professionally oriented foreign language teaching at a higher education institution is discussed in the article. Special attention is paid to the project-based learning of the students of agricultural specialities.

Key words: professional communication, professionally oriented teaching, communicative language teaching, modern learning technologies, project-based learning.

Formulation of the problem. The current realities of the modern world make high demands on specialists in many fields of professional activity, including those working in the sphere of agribusiness. A competitive specialist must have extensive knowledge in a particular field, as well as a good command of a foreign language. Communication with representatives of foreign companies has long been a common practice. Mastering a foreign language means being able to take part in real communication. Therefore, for future professionals, the main objective of learning a foreign language is to reach a level of proficiency that is sufficient for the practical use of the language in future professional activities.

The main materials of the study. Professional orientation in foreign language teaching takes place in the process of language activity: reading

and speaking. It is necessary for students to master professional vocabulary. The choice of language material is very important. The teacher should choose the lexical material taking into account the specialisation. Knowledge of technical vocabulary is necessary for reading texts on the subject in order to extract information from foreign language sources. The process of teaching technical language includes mastering the specifics of reading and translating technical literature.

The result of reading training is the formation of the ability to read all kinds of specialised literature. In the course of professional dialogical language teaching students develop skills that help them to conduct a conversation, to purposefully exchange professional information on certain topics. The training of monologue speech consists in the formation of skills of constructing monologue statements: communication of professional information, presentation of a report, extended statements in the course of a discussion, etc.

Also for free professional communication graduates of agrotechnical specialities of higher educational institutions need a high level of competence in written forms of communication in a foreign language. The ultimate goal of writing training is the development of communicative competence, which is manifested in the ability to make abstract statements, to annotate, as well as to translate a professional text from a foreign language into Russian and vice versa.

The essence of the professional orientation of foreign language teaching is its integration with special disciplines in order to acquire additional professional knowledge and form professional qualities of a future specialist.

The professional orientation of foreign language teaching sets the foreign language teacher the task of teaching the future specialist to use a foreign language as a means of supplementing professional knowledge, forming professional skills and abilities, and thus forming a set of

professional competences corresponding to the main types of professional activity. Such modern teaching methods as communicative method, project method, guided independent work, multimedia technologies help to solve this task.

Let's look at the implementation of the project method in the implementation of students' research papers on foreign languages for participation in the conference as part of students' research work. The project method is a set of research, search and problem-solving methods. It is based on independent activity of students - individually or in groups. Implementation of the project method requires appropriate professional training and methodological competence of the teacher, flexibility in the organisation of learning activities, ability to combine traditional and innovative methods in the educational process and individual approach to work with each student.

The first stage of the work is devoted to developing reading skills. Students learn to select sources, analyse academic literature within the given topic and extract information. The next stage helps students to develop their academic writing skills. Students become familiar with the stages of writing and the requirements of academic writing: grammatical and stylistic construction of sentences and paragraphs, maximum disclosure of the research topic, narrative sequence, logic of presentation. The third stage is aimed at developing presentation skills. Students work through all the stages of preparing and presenting the results of their research. Particular attention is paid to the structure, content, design of slides, preparation of the text of the presentation, rehearsal of the presentation and the stage of answering questions.

To sum up, the project method promotes the development of all the components of communicative competence in the process of speaking in a foreign language, as well as allowing a thematic focus on language and

speech material that reflects the specifics of the student's future professional activity.

In conclusion, we would like to note that the main factor of successful learning is motivation, i.e. positive attitude of students to foreign language as an academic discipline and a recognised need to master knowledge in this field. Modern technologies used in teaching a foreign language not only create the possibility of its effective learning, but are also a means of increasing and broadening the professional knowledge of students, which is necessary for their self-realisation in their chosen speciality.

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